MARYLAND HIGHER EDUCATION COMMISSION

EDUCATION POLICY COMMITTEE

MEETING AGENDA

Time:

10:00 A.M.

Date:

Wednesday, May 7, 2003

Place:

UNIVERSITY OF MARYLAND

UNIVERSITY COLLEGE 3501 University Blvd. East Adelphi, Maryland 20742

MARYLAND HIGHER EDUCATION COMMISSION

John J. Oliver, Jr., Chairman

Joann A. Boughman

Dorothy Dixon Chaney

Edward O. Clarke, Jr.

Anne Osborn Emery

George S. Malouf, Jr.

Benjamin F. Mason

Emmett Paige, Jr.

Tawan Perry

Donald J. Slowinski, Sr.

Richard P. Streett, Jr.

Mario VillaSanta

Karen R. Johnson, J.D. Secretary of Higher Education

MARYLAND HIGHER EDUCATION COMMISSION EDUCATION POLICY COMMITTEE

Anne Osborn Emery, Chair

Dorothy Dixon Chaney

Edward O. Clarke, Jr.

Emmett Paige, Jr.

Tawan M. Perry

Mario F. VillaSanta

John A. Sabatini, Jr. Assistant Secretary for Planning and Academic Affairs

MARYLAND HIGHER EDUCATION COMMISSION **EDUCATION POLICY COMMITTEE MEETING AGENDA**

TIME: 10:00 A.M.

PLACE:

University of Maryland University College

Wednesday Inn and Conference Center May 7, 2003

3501 University Blvd. East, Room 2101

Adelphi, Maryland 20742

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Call to Order		
Approval of March 12, 2003 Minutes	1	*
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Recommendations of the Low-Productivity Degree Program Criteria Work Group	14	*
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The Maryland Higher Education Commission is committed to ensuring that individuals with disabilities are able to fully participate in and benefit from the Commission's public meetings, programs, and services. Anyone planning to attend a meeting of the Commission who wishes to receive auxiliary aids, services or accommodations should contact Rose Potter at 410-260-4530 or 1-800-735-2258 (TTY/Voice) by Friday, May 2, 2003.

MINUTES

EDUCATION POLICY COMMITTEE MARYLAND HIGHER EDUCATION COMMISSION Annapolis, Maryland

March 12, 2003

Members Present

Anne Osborn Emery Dorothy Dixon Chaney Edward O. Clarke, Jr. Emmett Paige, Jr. Tawan M. Perry Mario F. VillaSanta

Staff Present

Karen R. Johnson			
John A. Sabatini, Jr.			
Michael J. Kiphart			
Dominique Raymond			
Michael Keller			

Anne Budowski
Janice B. Doyle
Judy Hendrickson
Pace J. McConkie
F.E. "Ted" Porter

Linda West David Sumler Maureen Walsh David Carolyn Foley

CALL TO ORDER

Commissioner Emery called the meeting to order at 10:00 a.m.

APPROVAL OF MINUTES

The minutes from the October 9, 2002 meeting were approved.

Revision of Certification Standards and Procedures for Emergency Services Instructors

Dr. John Sabatini stated that Mr. F.E. "Ted" Porter, Commission Staff Coordinator, would discuss the role of the Maryland Fire-Rescue Education and Training Commission (MFRETC), which is a division of the Maryland Higher Education Commission and the impending standards. Mr. Porter emphasized that the current number of certified instructors in the Maryland Fire-Rescue Education and Training Commission is 501, of whom 196 are recognized Instructors Evaluators. Also, there are 25 certified Instructor Trainers. On December 12, 2002, the MFRETC approved revisions to the code and recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the revised regulations. Mr. Porter introduced Mr. Robert Shimer, Chairman of MFRETC and the President of Allegany County Fire-Rescue Emergency Services to the Commissioners. Mr. Shimer discussed the recommended changes as follows:

- 1. The proposed regulations will now recognize and complement the regulations by which Advanced Life Support (Paramedic) Instructors are certified.
- 2. The proposed regulations will now require that Instructor Trainers have earned a college degree and have successfully completed a number of courses covering educational methodology topics.
- 3. The proposed regulations will now require that an instructor teach at least 18 hours in a three year-period, down from 20 hours in a three-year period.
- 4. The proposed regulations will now establish a new quorum for the board, from all five of the certifying board's members to three.
- 5. The proposed regulations will now clarify and update some of the administrative procedures under which the certifying board operates.
- 6. The proposed regulations will now eliminate a listing of specific knowledge and skill requirements and adopts by reference such requirements.

After considering discussion from Commission members, a motion to approve the recommended changes was made and seconded. The motion was unanimously approved and carried.

<u>Proposed Regulation Defining "Operating in Maryland"</u> (Physical Presence) for Out-of-State Institutions

Dr. David Sumler reported on the growth of on-line instruction and distance education, since a number of out-of-state institutions and on-line, degree-granting colleges have sought clarification of the Commission's application of its regulations to purely on-line instruction. When staff recently presented a technical change in the out-of-state regulations to the Education Policy Committee, the Committee requested that staff clarify just when an on-line institution could be said to be "operating in Maryland." This proposed regulation will provide a threshold for the application of the Commission's approval authority over such institutions.

Furthermore, this policy establishes a number of conditions under which an out-of-state institution can be said to be operating in Maryland. If an institution meets any of these conditions, it must apply for the Commission's approval to operate in the State. However, the regulations do not apply to out-of-state institutions delivering instruction on-line over the Internet to the home and workplace and not having any other presence in Maryland under the proposed conditions. The concepts for the proposed regulation are:

- 1. To be considered operating in the State an institution must have continuous or maintained activity in Maryland as opposed to periodic and temporary visits to Maryland for non-instructional purposes.
- 2. An institution cannot escape the requirement for approval by operating in the facilities of another organization. For example, if a community college provides a computer laboratory for students to use in taking courses from an out-of-state

institution, then the out-of-state institution is considered to be operating in Maryland and is required to receive approval.

- 3. There is no mention in the proposed regulation to instruction that goes directly to a computer in a student's home or workplace, because this would be an impractical requirement to enforce.
- 4. All aspects of this regulation must be based on a fact of physical presence which can be established in court: the rental, lease, or purchase of property; the recurring use of property for educational purposes, and/or a mailing address, a mail forwarding service, a telephone or facsimile service, a telephone answering or relay service.

In addition, the proposed regulation will distinguish between out-of-state institutions that are regionally accredited and those that are not. Since the attainment of rational accreditation by an institution provides evidence of a certain level of educational, administrative, and financial viability and credibility, there is an assumption that these institutions may carry out certain activities in the State short of offering instruction and granting formal awards without having to be approved. The same assumption of acceptable levels of quality cannot be extended to out-of-state institutions that are not regionally accredited. Therefore, under the proposed policy, any activity in the State by a non-regionally accredited out-of-state institution would require the approval of the Commission.

Commissioner Clarke raised an issue regarding the Commission's role in providing better information to consumers regarding the accreditation status and institutional and programmatic approvals granted to distance learning providers. The Commission staff agreed to meet and discuss a range of options for better consumer protection information with the Office of the Attorney General and with the University of Maryland University College.

A motion to approve the changes was made and seconded. The motion was unanimously approved and carried.

No Child Left Behind (NCLB) – High Quality Teachers and Paraprofessionals

Dr. Sabatini reported that on January 6, 2002, President George W. Bush signed into law the *No Child Left Behind* Act of 2001 (NCLB). The Maryland State Department of Education (MSDE) is responsible for implementing the NCLB for Maryland.

Dr. Lawrence E. Leak, MSDE's Assistant State Superintendent for the Division of Certification and Accreditation, presented to the Education Policy Committee the section of NCLB that relates to high quality teachers and paraprofessionals. Among other things, in terms of teacher quality, NCLB has a list of certain measures that must be in place to ensure high quality teachers and paraprofessionals in the nation's classrooms. The general requirements are:

- Beginning in school year 2002-2003, all new teachers hired in Title I programs must be highly qualified;
- By the end of the 2005-2006 year, all teachers teaching in "core academic subjects" in each public elementary school and secondary school must be highly qualified; and
- Local school systems must notify parents if their child is taught by a teacher who does meet the definition of highly qualified (Title I schools only).

Dr. Leak reported the importance of improving teacher quality is supported on both the national and the State level. In addition to its inclusion in NCLB, emphasis on teacher quality is consistent with the State Plan for Postsecondary Education and is one of the overriding principles of the Maryland Redesign for Teacher Education.

Status Reports

Low-Productivity Degree Program Criteria Workgroup

Dr. Michael Kiphart reported the Education Policy Committee of the Maryland Higher Education Commission asked the Secretary of Higher Education to convene a workgroup of Commission staff and representatives of the public segments of higher education to review the criteria currently being used for the *Low-Productivity Degree Program Report*.

Dr. Kiphart stated the Secretary of Higher Education formed the criteria workgroup. The workgroup consists of two representatives from the Maryland Higher Education Commission; two representatives from the University System of Maryland; two representatives from the Maryland Association of Community Colleges; one representative from Morgan State University; and one representative from St. Mary's College of Maryland.

The workgroup had an initial meeting to examine the current criteria for identifying programs as low producing; to review the exemption categories permitted to institutions; and to consider the Department of Legislative Services (DLS) recommendations. The workgroup will report back to the Committee is in the process of framing recommendations regarding the criteria and reporting as requested by the Education Policy Committee, that will be presented to the Education Policy Committee at its meeting on May 7, 2003.

Minority Achievement Action Plans

Dr. Michael Keller stated that as part of the State's performance accountability report, the public colleges and universities submit a *Minority Achievement Report* to the Commission every three years which describes their progress in the recruitment and retention of minority students, faculty and professional staff.

Dr. Keller also reported the Secretary of Higher Education asked the public higher education sectors to name representatives to meet with the Commission staff to discuss the composition of the action plans. This workgroup has convened and has agreed to a set of guidelines that the public campuses will use in preparing the action plans. The action plans will be presented to the Commission's Education Policy Committee in August 2003.

Standards for Distance Education Delivered by Maryland Private Career Schools

Ms. Judy Hendrickson reported that Commission staff is currently developing minimum standards for interactive, electronically transmitted distance education to be offered by private career schools. She said proposed standards would address specific issues and concerns that are especially pertinent to instruction delivered by distance education.

Furthermore, she said the Commission staff is building upon work already undertaken to develop standards for distance education, particularly efforts by the National Association of State Administrators and Supervisors of Private Schools (NASASPS). In the past year, NASASPS compiled a set of standards for proprietary schools from distance education standards adopted by State licensing agencies and accrediting commissions. In establishing distance education standards for Maryland private career schools, the goals will be to ensure quality instruction offered through interactive, electronically-delivered distance education and adequate protection for students enrolled in distance education.

Ms. Hendrickson said the Commission staff would provide opportunities for all approved private career schools to review and comment on the proposed standards for distance education prior to their consideration by the Education Policy Committee. Draft regulations are scheduled for presentation to the Education Policy Committee on May 7, 2003.

Student Learning Outcomes Assessment Reports

Dr. Michael Keller reported that the Secretary asked for and received names of representatives from the public higher education segments to serve on a workgroup. The initial meeting of the workgroup was held during the month of March so that guidelines for the next round of student learning outcomes assessment reports will be developed and disseminated to public campuses by December 1, 2003. In August 2004, the student learning outcomes assessment reports will be presented to the Education Policy Committee. Dr. Keller said these reports would be different from those submitted in previous years in that they will focus on what students are actually learning in college and will provide data from campus assessment activities.

Adjournment

Commissioner Emery called for a motion to adjourn; it was seconded and approved. The meeting adjourned at 11:30 a.m.



Michael S. Steele Lt. Governor

John J. Oliver, Jr. Chairman

Karen R. Johnson Secretary of Higher Education

MEMORANDUM

DATE:

May 7, 2003

TO:

Education Policy Committee

FROM:

Karen R. Johnson, Jane

STAFF:

Judy Hendrickson

SUBJECT:

Standards for Distance Education Delivered by Maryland Private Career Schools

As the public demand for distance education grows, Maryland private career schools may seek to offer instruction through distance education. Therefore, Commission staff have developed proposed standards for distance education delivered by private career schools.

Additional regulations are required to ensure program quality and consumer protection for students enrolled in distance education offered by private career schools. Student enrollments can become especially large at schools providing distance education. Care must be taken to avoid the enormous harm previously caused by private career schools offering distance education in Maryland. In 1990, a single correspondence school named National Training Systems (NTS) precipitously closed with 1,600 students unable to complete their training after having paid tuition totaling more than \$8 million.

The proposed standards address specific issues and concerns that are especially pertinent to instruction delivered by distance education. This includes the following:

- 1. Definition of Distance Education
- 2. Approval of Distance Education
- 3. Appropriateness & Quality of Distance Education Programs
- 4. Student-Faculty Interaction
- 5. Faculty Qualifications & Faculty Support
- 6. Student Recruitment & Admissions

- 7. Student Satisfactory Progress
- 8. Support Services: Quality of Technology, Equipment, & Student Support Services
- 9. Commitment to Support
- 10. Financial Protections
- 11. Refund Calculations
- 12. Program Performance

In large part, the proposed standards are built upon the distance education standards of others. Commission staff has been integrally involved with the Distance Education Commission of the national association of State regulators of private proprietary schools (NASASPS). In the past year, NASASPS compiled a set of distance education standards for proprietary schools from those adopted by State licensing agencies and national/regional accrediting commissions. This includes distance education standards promulgated by the Middle States Association of Colleges and Schools and the Maryland Higher Education Commission for degree granting institutions. The collection provides standards for distance education that address each of the 12 areas

identified above. The Maryland standards for distance education were developed from this compilation of existing standards.

The proposed Maryland standards for distance education delivered by private career schools include:

- Minor additions and revisions to the following four Sections of Chapter 13B.01.01 of the Code of Maryland Regulations governing private career schools: .01, .02, .03, and .09. These changes appear on the first two pages of the attached document.
- The addition of Section .21 entitled "Interactive Distance Education" to Chapter 13B.01.01 of the Code of Maryland Regulations. All private career schools must comply with 13B.01.01.01 through 13B.01.01.20. A school offering a program in whole or part by distance education also must comply with Section 13B.01.01.21. This section begins on the third page of the attached document.

The proposed standards for distance education were mailed to all approved private career schools for their review and comment. Comments were received from individual schools, the Maryland Association of Private Career Schools (MAPCS), and the Director of Distance Education at the U.S. Department of Education. Each expressed overall support for the proposed standards. To the extent possible, their comments and suggestions were incorporated into the proposed standards for distance education delivered by private career schools.

<u>RECOMMENDATION</u>: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the proposed amendments to the regulations governing private career schools.

Title 13B MARYLAND HIGHER EDUCATION COMMISSION

Subtitle 01 NONPUBIC SCHOOLS

Chapter 01 Minimum Requirements for Private Career Schools¹

01	. Pi	urpose.
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A. The purpose of this chapter is to provide minimum requirements for the operation of private career schools in Maryland. All private career schools shall comply with §.01 through §.20 of this chapter. A school offering a program in whole or part by distance education also shall comply with §.21 Interactive Distance Education Offered by Private Career Schools.

.02 Definitions.

- A. In this chapter, the following terms have the meanings indicated.
- B. Terms Defined.
 - (1) "Additional location"
 - (2) "Advertising"
 - (3) "Applicant"
 - (4) "Application fee"
 - (5) "Attendance" means:
- (a) The time a student is physically present for the delivery of instruction required for the residency requirement or externship portion of a program.
- (b) The active participation of a student in distance education as documented by the submission by the student of lesson assignments required for program completion.
 - (6) "Bona fide"
 - (7) "Catalog"
- (8) "Combined program" means a program that includes distance education and a residency requirement.
 - (9) "Commission"

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Italics = proposed additions to regulations.

Strike-out = proposed deletions to regulations.

Non-Italics = existing regulations.

- (10) "Course"
- (11) "Date of withdrawal or termination"
- (12) "Distance education" means the formal education process in which the delivery of instruction occurs beyond a school's walls since the student and instructor are in different places. Distance education may employ a variety of communication methods for delivering instruction to students. Instruction may be delivered in real time (synchronous) or delayed (asynchronous).
 - (13) "Enrollment of school"
 - (14) "Enrollment of a student"
 - (15) "Externship"
 - (16) "Institution of higher education"
 - (17) "Instruction"
 - (18) "Instructor-student ratio"
 - (19) "Last Date of Attendance" means:
- (a) The last date the student attended scheduled instruction required for the residency requirement of a program; or
- (b) The last date the student submitted a lesson assignment required for a program or portion of a program delivered by distance education.
- .03 Scope and Applicability.
- A. These regulations apply to all private career schools that operate or seek to operate or do business in the State.
 - B. These regulations do not apply to:
- (1) A program delivered entirely by distance education to a single individual at a Maryland location by persons, firms, corporations, or other organizations that operate all aspects of their business outside of Maryland. This includes, but is not limited to, the origination, transmission, and administration of the distance education program from outside of Maryland.
- .09 Instructional Programs.

A. Hours.

(2) Clock Hours. Schools that are authorized to measure instructional time in clock hours shall report the total number of clock hours and the number of weeks for each program and the component courses. A school shall adopt a consistent measurement of clock hours for which 1 clock hour equates to a minimum of 50 minutes of actual elass instructional time per each 60-minute hour.

- .21 Interactive Distance Education Offered by Private Career Schools.
 - A. Approval of Interactive Distance Education:
- (1) A school offering a program in whole or part by distance education shall comply with §.21. In addition, a school offering distance education shall comply with all previous sections of Chapter 13B.01.01 unless otherwise specified.
- (2) A school shall obtain approval from the Secretary prior to using distance education as a mode of instructional delivery for a program.
- (a) A new school applicant shall seek and obtain approval to operate a private career school in accord with §.04 of this chapter prior to offering a program delivered in whole or part by distance education.
- (b) An approved school shall seek and obtain approval for a new program in accord with $\S.05A(1)$ of this chapter prior to offering either:
 - (i) a new program in whole or part by distance education; or
 - (ii) an approved program in whole or part by distance education.
- (c) An approved school shall seek and obtain approval for a substantial program modification in accord with $\S.05B(2)$ of this chapter prior to modifying an approved program offered in whole or in part by distance education.

B. Curriculum and Instruction.

- (1) A school shall utilize appropriate instructional delivery methods and technology to meet the objectives of a program and conform with generally accepted educational, professional, and ethical standards.
- (a) The objectives of the program shall be reasonably attainable and be of such nature that they can be achieved through distance education. The learning objectives shall, where appropriate to the nature and type of the program, be comparable to similar programs that are not delivered by distance education.
 - (b) Learning outcomes promised to students shall be achievable with the technology utilized.
- (c) Resident training shall supplement the instruction delivered by distance education whenever it is necessary to attain the stated educational objectives.
 - (d) A program delivered by distance education shall be coherent and complete.
- (e) A school must demonstrate that the clock hours required and awarded are appropriate for the program or portion of the program delivered by distance education.
 - (2) A program shall provide for real-time or delayed interaction between faculty and students.

- (a) Interactive instruction shall be an integral, pervasive, and integrated feature of a program or portion of a program delivered by distance education. Distance education shall employ interactive, electronically communicated methods for delivering instruction to students.
- (b) Instructor-to-student interactions shall be critical components in any learning experience, and schools shall plan for and include timely accessibility of faculty as well as the appropriate interactivity for their instruction.
- (c) A school shall utilize appropriate and effective instructional materials and teaching methods to ensure the active involvement of students.
- (3) A program of study shall be developed by a team of qualified faculty, administrators, and technologists.
 - (4) Qualified faculty shall provide appropriate oversight of the program offered.
- (a) A school shall employ instructors who have the technical skills to teach in a distance education environment and meet the other qualifications for instructors identified in §.10A of this chapter.
- (b) The qualifications of instructional staff shall be documented in their personnel files including, but not limited to, evidence of appropriate training or experience in distance education instruction, other relevant experience, and formal educational attainment including certificates and degrees earned.
- (c) Technically, academically, and experientially qualified faculty shall oversee the instruction, evaluation, and grading requirements of the distance education training.
- (5) Distance education shall be conducted in conformity with generally accepted educational, professional, and ethical standards.

C. Faculty Support.

- (1) A school shall provide faculty support services specifically related to teaching by distance education.
 - (2) A school shall provide training for faculty who use technology in instruction.

D. Students and Student Services.

- (1) Accepted students shall have the documented background, knowledge, and technical skills needed to undertake the program. A school shall assess whether students have the skills and competencies to succeed in a distance-learning environment prior their enrollment in the program. A prospective student may not begin training in a program until all entrance requirements have been fulfilled. A school shall maintain documentation indicating that all admissions requirements have been met by each admitted student.
- (2) If an admissions test is required, it shall be administered in a manner that verifies the student's identity.

- (3) Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available. A school shall provide students with clear, complete, and timely information on the curriculum, program requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.
- (4) A program shall ensure that appropriate learning resources for instruction delivered by distance education are available to students.
- (a) A school shall provide students with the information and training needed to function in a distance education environment. A school shall support students with help and guidance on how to best learn through distance education and offer the resources to serve students in a timely manner when technical difficulties arise.
- (b) Outside resources, electronic databases and other library access features shall be readily available to students, and the curricula shall design actively encourage students to use these resources to acquire knowledge and skills.
- (c) Adequate, appropriate, and functional equipment, supplies, and furnishings required to provide effective education and training services shall be readily available for instructor or student use.
- (5) Enrolled students shall have reasonable and adequate access to the range of student services to support their learning. This includes providing academic counseling, financial advising, and placement assistance for students enrolled in programs delivered by distance education.
- (6) A school shall provide adequately for the reliability, privacy, safety and security of student information and student financial transactions.

E. Evaluation and Assessment.

- (1) A school shall provide for frequent assessment and documentation of student achievement in each course and at the completion of the program.
- (a) Examinations and other evaluative techniques shall adequately measure mastery of stated learning objectives.
- (b) Adequate provisions and safeguards to ensure the security and integrity of student testing and evaluation shall be used. Adequate provisions to authenticate the identity of students taking tests or being evaluated shall be used.
- (c) Requirements for successful completion of distance education course/programs must be similar to those of resident programs.
- (d) A school shall maintain documentation in each student's file to demonstrate compliance with the school's approved policies of attendance and academic progress.
- (2) A school shall demonstrate the educational effectiveness of distance education including assessments of student learning outcomes and student retention.

F. Commitment to Support.

- (1) A school shall demonstrate a commitment to ongoing support, both financial and technical, and to a continuation of the program for a period sufficient to enable students to complete their program.
- (2) A school shall forward a financial guarantee in the form of a performance bond or an irrevocable letter of credit that is sufficient to cover the tuition liability of a program delivered in part or whole by distance education. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary, and made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education.

G. Tuition, Fees, Enrollment Contracts.

- (1) For a combined program, the tuition price for the distance education portion and the tuition price for the resident portion shall be separately stated on the enrollment agreement. The total of the two shall be the total tuition charge.
- (2) For the resident portion of a combined program, charges can be assessed only after a student attends the first resident class session.

H. Minimum Refund.

- (1) For the resident portion of a combined program, the minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun is identified in §.12M.
- (2) For a program or portion of a program delivered by distance education, the minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun is identified below and not in §.12M of this chapter:
- (a) A pro-rated refund shall be made based on the proportion of the program completed by the student. The proportion of the program completed shall be the percentage of submitted lesson assignments completed by the student compared to the total number of lesson assignments in the program or portion of the program delivered by distance education.
- (b) A refund due a student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination. In accord with $\S.02B(11)$, the student's last date of attendance is the date of withdrawal or termination.
- (c) In the case of an official leave of absence, if a student fails to return to training by the end of the leave of absence, a refund due a student shall be based on the date of withdrawal or termination and paid within 60 days of the scheduled last date of the leave of absence.
 - (d) A school's refund policy shall conform to these regulations.
- (e) A school's approved refund policy shall be disclosed on the school's enrollment contract, on application forms, and in the catalog.
 - (f) A school shall maintain documentation to verify that a refund has been made.



Michael S. Steele

John J. Oliver, Jr. Chairman

Karen R. Johnson Secretary of Higher Education

MEMORANDUM

DATE:

May 7, 2003

TO:

Education Policy Committee

FROM:

Karen R. Johnson, Johnson,

STAFF: Dr. John A. Sabatini, Jr.

Dr. Michael J. Kiphart

SUBJECT:

Recommendations of the Low-Productivity Degree Program Criteria Work Group

Background

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher education and the Commission jointly crafted a definition of what constituted low-productivity programs and the criteria for identifying them.

The overarching philosophy, from the perspective of the Commission and the public colleges and universities, is that institutions of higher education are accountable to the taxpaying citizens of Maryland for an efficient and effective system of higher education. Concomitantly, colleges and universities need to continually re-examine their curricular offerings to determine program currency, productivity, relevancy, and viability. One important measure of this assessment is through the examination of degree production over time.

The current criteria have been in effect for three years. The Education Policy Committee of the Maryland Higher Education Commission asked the Secretary of Higher Education to convene a work group of Commission staff and representatives of the public segments of higher education to review the criteria currently being used for the Low-Productivity Degree Program Report. A list of the work group members is included in Appendix A. Commission staff surveyed the members of the State Higher Education Executive Officers (SHEEO) association. Responses to the survey or information were received from SHEEOs in 24 states. In addition, the Department of Legislative Services requested that the criteria work group consider the following Department analyst recommendations:

- 1. Exemptions should expire in a maximum of three years.
- 2. Exemption definitions should be reviewed, and the liberal arts exemption should be eliminated.
- 3. Given the State's emphasis on four-year graduation/transfer rates at community colleges and six-year graduation rates at four-year colleges and universities, new programs should be exempt from productivity standards for three years at community colleges and for five years at four-year institutions.
- 4. To promote accountability, a grace period of a pre-determined length should be available for programs for which institutions intend redesign or additional resources.
- 5. The Maryland Higher Education Commission should develop a process through which to resolve situations where programs have high enrollment but few graduates.

The work group (see Appendix for membership) met and considered the history of the reporting process, the information from other states, and other pertinent information and recommends to the Education Policy Committee the evaluation criteria, exemption categories, and process for the Low-Productivity Degree Program Report outlined in this document.

Low-Productivity Evaluation Criteria

Newly established academic programs will be exempt from low-productivity review for seven years at all public institutions. New programs will be given five years to confer degrees to the first class to be used in evaluation, and then will be given two more years to acquire three years worth of degree data to compare to the identification criteria presented below.

A single criterion, degree production, has been reaffirmed as the most appropriate method for determining low-productivity. Commission staff will identify low-producing programs by compiling a three-year history of degrees conferred and will identify all degree programs that fail to meet the following standards.

Associate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Baccalaureate degree programs must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

Masters degree programs must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

Doctoral degree programs must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

Presidents of institutions should discontinue degree programs that fail to meet the productivity criteria over a three-year period, unless compelling evidence exists that the program should continue.

Three-year Exemptions for Identified Programs

Public Colleges and Universities may request a three-year exemption for an academic program identified as low-producing. There are three categories of three-year exemptions: Access, Centrality to Mission, and High Student Enrollment and Credit-Hour Production. The Commission will review for approval three-year exemption requests from the institutions. The institutions must provide evidence that the program meets one of the three exemption categories and that appropriate steps are being taken at the institution to ensure the future viability and productivity of the exempted program. The three-year exemption categories are described below.

Access: For approval in accordance with this three-year exemption category, the institution must demonstrate to the Commission that other existing degree programs or educational delivery systems cannot meet the enrolled or future students' needs; or the institution must demonstrate that the program is unique and fulfills an essential need in the state and/or region.

Centrality to Mission: Based on compelling evidence provided to the Commission, an institution may request a three-year exemption on the basis that a degree program is critical to an institution fulfilling its approved mission. The centrality to mission exemption assumes that there is no change in institutional mission being contemplated.

High Student Enrollment and Credit-Hour Production: Institutions may request a three-year exemption based on demonstrating that a program identified with low-degree production has strong and continuing student enrollment and student credit hour production. The institution must provide longitudinal data for the enrollment strength and provide a rationale for why degree production is low and how the institution is working to address situations where programs have high enrollment but few graduates.

Permanent Exemptions for Identified Programs

An institution may request that a program receive a permanent exemption from the Commission for programs that are independently endowed and cost the institution little to no general funds to operate, and for programs that are long-standing and continuing structural creations within the overall academic program of an institution and that the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. In addition to documentation from college catalogs and other official campus publications and announcements, the institution shall substantiate that the program can continue at no additional cost to the institution.

Examples of this are Master's degree programs that are in fact subsets of existing doctoral programs. In this situation, the Master's degree is infrequently awarded, and when awarded, it is conferred only on students who, for a variety of reasons, do not complete the requirements for the doctorate. Under this scenario, students are not recruited nor admitted into a Master's degree program, but typically are interested in, and apply for, direct admission into a doctoral degree program. Other examples of programs with little or no costs to the campus are "Interdisciplinary" and "Multi-disciplinary" programs. In these situations, the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors.

In addition, an institution may request that a program receive a permanent exemption from the Commission for other compelling reasons such as significant external support that allows a high quality program to be offered at little or no real cost to the institution.

Once approved by the Commission, a degree program carries the permanent exemption designation until the institution and governing board supplants it with a new degree program and discontinues the current program, or requests that the Commission remove it from the permanent exemption list.

Maintaining an Identified Program to Improve the Graduation Rate

Institutions may request that the Commission approve maintaining an identified program to make necessary budgetary, curricular, marketing, personnel, or other changes to improve graduation rates for the program. The institution must provide information directly related to the improvements and interventions that will be made to ensure improved graduation rates for the identified program. The institution will also provide a timeline for implementation of the proposed changes and provide justification for the timeline. The timeline may be from one to three years, but may not exceed three years.

Commission Identification of Low-Productivity Degree Programs

In February of each year, Commission staff will provide to the presidents of all public colleges and universities a pre-list of all degree programs that fail to meet the evaluation criteria. The purpose of the pre-list of identified programs is to allow individual institutions time to begin their review of the programs and to formulate responses regarding the programs identified.

Consistent with the requirements of Maryland law, Education Article, § 11-206.1, in May of each year, the Commission will officially notify the presidents of each institution of low-productivity academic degree programs. Low-productivity programs are those programs that fail to meet the minimum degree production standards specified under the **Low-Productivity**Evaluation Criteria section of this report. The group of degree programs eligible for this status will consist of the degree programs recognized in the Commission's active inventory of degree programs that are eligible for review.

Programs currently on the Commission's approved exemptions list will remain on the list for an additional two years. These programs will be eligible for identification and review beginning in 2005.

President and Institution Examination and Action

Within 60 days of the receipt of the Commission's official May notification of low-productivity academic degree programs, the president of the institution shall provide to the Commission in writing: an action plan to abolish or modify the program; or justification for the continuation of the program. The action plan or justification for each identified program must be consistent with the requirements listed in the sections on three-year and permanent exemptions and on maintaining an identified program presented earlier in this document.

Commission Examination and Action

The Commission will review the action plans and justifications provided by the presidents for the low-productivity degree programs that were not discontinued. For the programs not discontinued or exempted, the Commission staff will examine them within the context of the State Plan, the Maryland Charter, Commission policies, and the justification provided by the president of the institution. Commission staff may request additional information from the institution during the program evaluation.

Recommendations on program exemptions, programs to be maintained, and on program discontinuances will be presented to the Education Policy Committee and to the full Commission. Institutional representatives will have an opportunity to testify during the Commission review and discussion of the degree programs identified in the final report.

<u>RECOMMENDATION</u>: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the Criteria Work Group recommendations regarding the identification criteria and process for the Commission's Low-Productivity Degree Program Report.

Appendix

Low-Productivity Degree Criteria Work Group Membership

Maryland Association of Community Colleges

Dr. Robert Young

Director of Workforce Development Frederick Community College Dr. Craig A. Clagett

Vice President for Planning, Marketing, and Assessment Carroll Community College

Maryland Higher Education Commission

Dr. John A. Sabatini, Jr.

Assistant Secretary Planning and Academic Affairs Dr. Michael J. Kiphart

Senior Education Policy Analyst Planning and Academic Affairs

Morgan State University

Dr. Joseph Popovich

Vice President Planning and Information Technology

St. Mary's College of Maryland

Dr. Donald R. Stabile

Associate Provost Professor of Economics

University System of Maryland

Dr. Gertrude M. Eaton

Associate Vice Chancellor for Academic Affairs University System of Maryland Dr. Victor Korenman

Professor and Associate Provost for Academic Planning and Programs University of Maryland, College Park



Robert L. Ehrlich, Jr. Governor

Michael S. Steele

John J. Oliver, Jr. Chairman

Karen R. JohnsonSecretary of Higher Education

MEMORANDUM

DATE:

May 7, 2003

TO:

Education Policy Committee

FROM:

Education Technology Policy Council

STAFF: Dr. David E. Sumler

SUBJECT: Report on Technology Resources at Maryland Higher Education Institutions

At its November 7, 2001 meeting, the Commission received a data report on the distance learning activities of Maryland colleges and universities. One of the findings of that report was that there appeared to be a "digital divide" developing among Maryland higher education institutions. Larger, better-funded institutions were more engaged in distance learning than smaller, less well-funded institutions.

In response to this finding, the Commission requested the Education Technology Policy Council "to prepare a report responding to the policy issues raised by [the distance learning report], including the technological gap developing among the several institutions of higher education..." The report before the Commission today is in response to that request.

This report is based on a survey conducted during the summer and fall of 2002. Not all institutions in the State chose to participate in the survey. Responses were received from 36 of the State's 56 degree-granting institutions. Participants included 5 research institutions, 5 public comprehensive senior institutions, 11 community colleges, and 15 independent institutions.

The survey was developed and administered and the data was analyzed by a subcommittee of the Education Technology Council.

<u>RECOMMENDATION</u>: So that trends in the use of technology resources may be identified, it is recommended that the Education Policy committee recommend to the Maryland Higher Education Commission the Technology Resources Study for review, and that the Maryland Higher Education Commission instruct the staff to incorporate appropriate sections of this Study (in revised form if appropriate) in the Commission's biannual data collection on distance learning activities ("Form DE: Distance Education").

Technology Study of Education Maryland Higher Education Commission

Prepared by the
Maryland Education
Technology Policy Council

Spring 2003

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Technology Study of Education

Executive Summary

In 2000, the Maryland Higher Education Commission (MHEC) issued its Distance Learning Report. As a follow up to this report, the Commission requested its advisory board, the Education Technology Policy Council (ETPC), to examine the question of whether or not a "digital divide" existed among higher education institutions in Maryland. The Technology Study of Education (TSE) is ETPC's response to MHEC's request.

Means

The TSE Report was developed using data gathered in an electronic survey of institutions completed during the summer and fall of 2002. The TSE Report includes some comparative data from Kenneth C. Green's 2002 *National Survey of Computing and Information Technology In American Education.*

Responding Institutions

A total of thirty-six institutions participated in the electronic survey: five research universities, five public universities, fifteen private colleges, and eleven community colleges.

Content of the Survey

The TSE survey captured information in six categories:

- 1. Organization and Planning (budget, management staffing)
- 2. Technology Infrastructure (network infrastructure and pervasiveness)
- 3. Administrative Management Systems (integration of enterprise systems)
- 4. Students and Stakeholders' Web Services (availability of services online)
- 5. Instructional Technology (use of technology in classrooms, library and institutional websites)
 - 6. Institutional Information. (Best practices and consortium activity)

Organization of the Report

Part One of the TES provides a summary of key data elements and analysis of the information. Part Two contains all information collected from the survey and organizes the information by the six categories of the survey.

Key Findings

1. Organization and Planning: Budgets and staffing are already significant and will likely increase dramatically in three years. Information Technology operations that support digital education are centralized on most campuses and have up-to-date strategic and operational plans. Funding for the IT function ranges between 3% and 13% of total campus funding. The growth in digital education will put increased pressure on institutional budgets. Community colleges exhibit the most developed digital education plans. The private colleges exhibit the lowest levels of staffing to support digital education.

- 2. Technology Infrastructure: Campuses must upgrade networks to 100 Mbps. Although the institutions operate high-speed and highly pervasive networks, all report the need to improve network capability to serve classrooms, labs and offices during the next three years. Campuses are concerned that existing networks are not sufficiently robust to support new applications, growing use of multi-media and access to Internet 2. The study results showed that classroom connectivity is not pervasive. This is a serious limitation when colleges try to deploy hybrid classes and bring both digital learning and human resources into the classroom. Most campuses report that connectivity to the desktop computer must be upgraded to 100 Mbps within the next three years to accommodate the demands of digital education.
- 3. Administrative Management Systems: No standards are in place to support the exchange of information among institutions. A wide variety of administrative software systems are in place on the campuses. These systems vary greatly in capability. Crossvendor sharing of information among these systems appears to be impossible. This makes electronically facilitated business processes, reporting, and student services collaboration among campuses largely impossible.
- 4. Students and Stakeholders' Web Services: Online Services are Expanding. Within three years, most institutions anticipate that financial aid services and both credit and non-credit admissions services will be available on the web. The private colleges lag behind all others in both the current and planned web service applications supporting admission and financial aid.
- 5. Instructional Technology: Growing commitment to digital collaboration and lagging integration of technology into classrooms. The integration of technology into classrooms, such as computers for faculty presentation, had low reporting across all segments of higher education. The lack of ubiquitous instructional technology seriously impairs the development and delivery of hybrid courses that merge traditional instruction methods with digital education. Campuses report between 40 percent and 60 percent of their courses provide digital collaboration for course work.
- 6. Institutional Information: Participation in consortial activities is strong and widespread. All institutions take advantage of hardware and software savings through the Maryland Education Enterprise Consortium (MEEC). Roughly 80 percent of the public institutions and community colleges participate in Maryland Online (MOL). Participation in the Maryland Digital Library (MDL) ranges from about 60% to 100% among public institutions. Fewer than half of the private colleges participate in Maryland online or the Maryland Digital Library. Participation in UMATS is 100 percent for the public and research institutions. Fewer than 10% of community colleges and no private colleges participate in UMATS.

Recommendations:

1. Planning:

Efforts should continue to be taken to assess the technology infrastructure of Maryland's higher education institutions to define trends and needs that can be supported through policy development, consortiums efforts, and identification of resource requirements.

2. Consortium:

The Maryland Higher Education Commission should continue to provide leadership and the development of consortium services to help provide a leveling of technology gaps among institutions and their students by providing affordable services such as hosting digital learning, student web services, training, web resources, technology purchasing, licensing, and help desk services.

3. Administrative reporting:

A statewide initiative should be supported among Maryland's higher education institutions to develop a means to track student information and college services to assist with decisions on student success, cost analysis, state economic impact, and business decisions.

4. Infrastructure and Instructional Technology:

The top four goals among the Maryland's institutions of higher education are the further integration of technology in the classroom, deployment of campus web services, development of student portals and expansion of the number of online courses offered were top four goals. The statewide plan and support should be activated to assist in facilitating these initiatives by defining and disseminating best practices as well as investigating support for these types of projects. The entire study and survey instrument is available at www.howardcc.edu/eptc.

Education Technology Policy Council - Technology Study

Part I - Survey Results

The Education Technology Policy Council (EPTC), which is an advisory committee for the Maryland Higher Education Commission (MHEC), has completed a survey of Maryland higher education institutions to define technology gaps that might be occurring among the institutions. This survey was completed in response to MHEC's Distance Learning Report conducted in 2000. The report concluded that technology gaps might exist among the different institutions and may be contributing to the lack of development of distance learning initiatives.

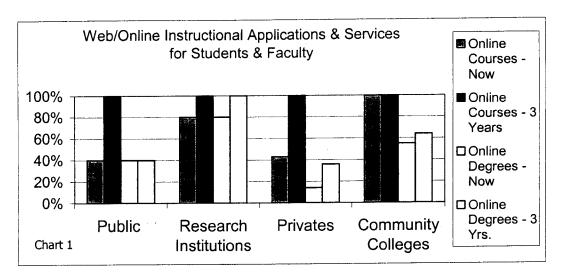
The survey information provided in this report was taken during the summer and fall of 2002, and includes information from research institutions, public, private, and community colleges. A total of 36 institutions participated in the electronic survey. Participants included five research institutions, five public, fifteen private, and eleven community colleges. The intent of the survey is to provide information on the current status of technology at the colleges and to collect information on their future strategic direction.

The survey collected information in six separate categories. The categories include:

- 1. Organization and Planning. Provides information on management, budget, staffing, and planning.
- 2. Technology Infrastructure. Captures information on network infrastructure, capabilities, and pervasiveness at the colleges.
- 3. Administrative Management Systems. Examines how enterprise administrative systems are integrated in business processes, services, and data collection.
- 4. Student and Stakeholders' Web Services. Reviews how services are offered to students in credit and non-credit offerings.
- 5. Instructional Technology. Explores how technology tools and resources are used in the classroom, on the web, and with library resources.
- 6. Institutional Information. Outlines information on consortium use and best practices.

Findings. The survey did not find significant gaps in technology capabilities or usage among the separate groups. All groups expressed a common interest in improving technology and infrastructures over the next three years. These interests included further integration of technology in the classroom, deployment of campus web services, and development of student portals. Additionally, the use of online courses reflects this trend with all reporting institutions looking to grow this educational-delivery method. Although, gaps exist in the development of online courses as shown in the below graph, findings do not reflect that the lack of technical resources is preventing the growth of online courses. However, it does appear that the private colleges may have difficulty supporting an

aggressive growth of online courses due to limited technical staffing. The use of consortium resources may enhance their efforts in achieving strategic distance-learning objectives.

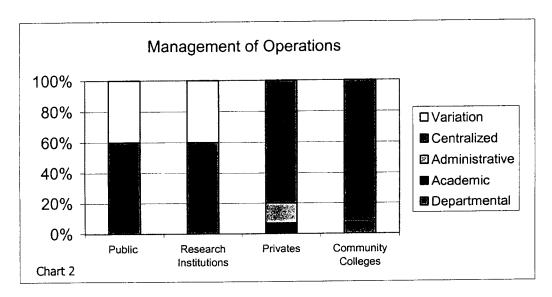


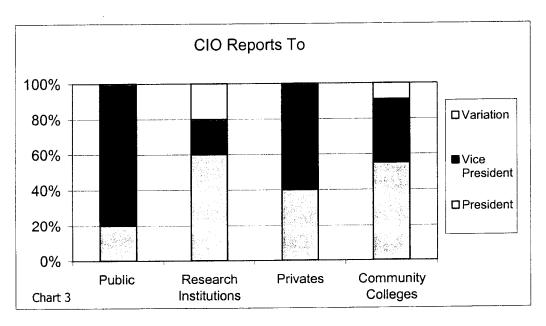
The survey information is provided for individual campuses and state organizational review. The report is organized in two parts: Part one is a summary of key data elements and analysis. Part two contains all information collected from the survey and is available at www.howardcc.edu/eptc. Part-two information is also organized by the six separate categories and is made available for further review by colleges.

In order to provide comparative review, this survey report includes partial findings from Kenneth C. Green's, 2002 National Survey of Computing and Information Technology in American Education

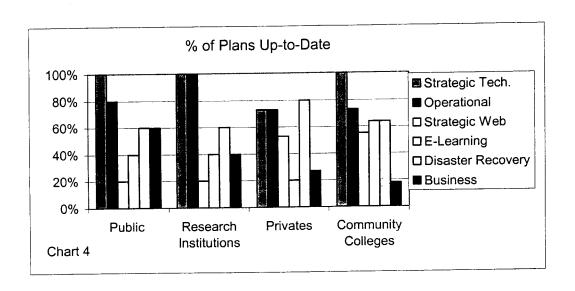
Part one – Summary and Analysis

Organization and Planning



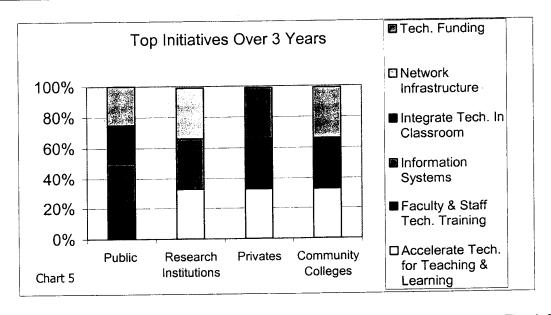


The majority of management in IT is centralized, particularly within the community colleges. This can enable the campus and IT leadership to set the technology strategic direction and priorities to align with the mission of the college. It can also affect the control of funding for technology within the institution depending on the strength and knowledge of technology leadership. The reporting structure of the technology leadership is also part of this process with direction being set in a campus-wide approach or within an area of sub-reporting structure. Many of the campus IT leadership report to a vice president in the public and private colleges, which can create strengths within technology focuses of academic or business process initiatives.



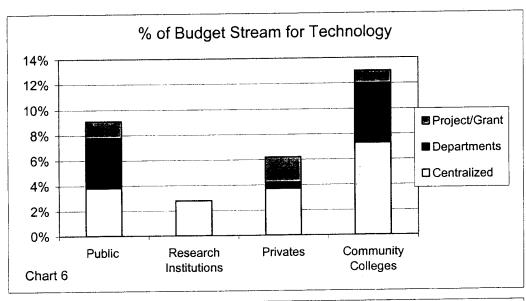
The national survey conducted by Green (2002) provides the following comparisons:

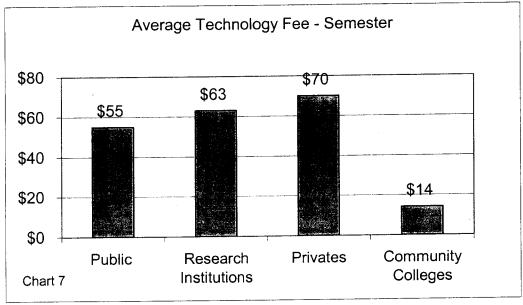
Plans Developed (in place)	Public Universities	Private Universities	4-Year Public	4-Year Private	2-Year Pubic Colleges
Strategic Plans	75%	68%	75%	65%	73%
E-Learning	50%	30%	42%	22%	50%



Most colleges report that their strategic and operational plans are up-to-date. The information shows that E-learning and strategic web plans are not as highly developed outside of the community colleges, which have a high level of participation in E-learning. The top initiatives for the colleges show commonality toward improving administrative systems, which is a major financial and human resource commitment for the colleges. Additionally, the colleges report that the need to accelerate technology for teaching and learning is a direction at their campuses.

The national survey conducted by Green (2002), reflects that "assisting faculty to integrate technology in the classroom" is the number one priority. Ranked second was "ERP upgrade/replacement issues."

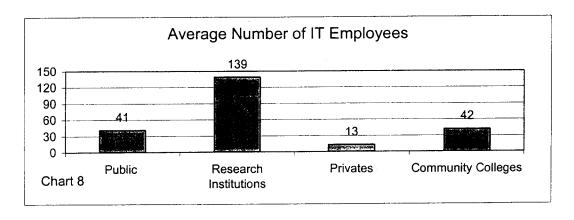


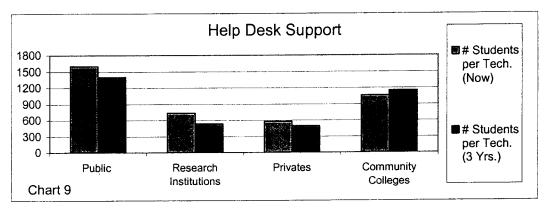


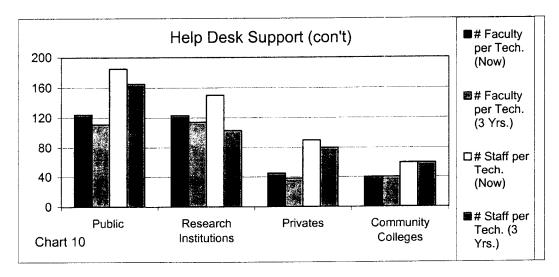
Technology funding appears to be a high priority for public and community colleges and is most likely associated with their funding streams being affected by the economy and government change. Information provided on institutional funding for technology ranges from 3% of the total campus funding to a high of 13% at community colleges. The community colleges report the lowest technology fees. However, with a student population of 109,000 among all community colleges, fees represent approximately \$1.5 million in technology funding each semester.

The national survey conducted by Green (2002) provides the following comparisons:

Technology Fees	Public Universities	Private Universities	4-Year Public	4-Year Private	2-Year Pubic Colleges
By Term	\$73.5%	\$27.3	\$74.6	\$38	\$53.2

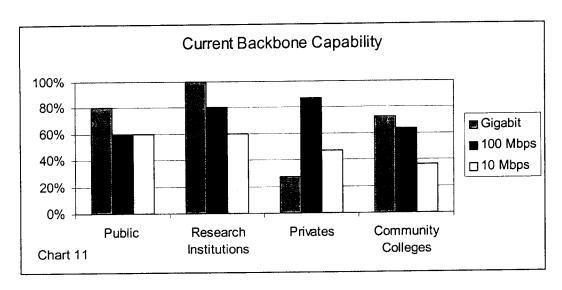


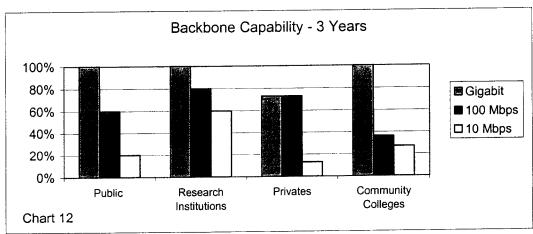




Technology staffing at the colleges, when compared to the national study conducted by Kenneth Green, generally reflect the national mean for their type of institution. The lower number of staff at the private colleges does reflect a lower student and staff population to be served. However, the lower staffing does make it more difficult for them to pursue major technology initiatives such as distance learning or administrative systems. It is most likely that the private colleges are making investment in outsourcing services to meet operational technology needs,

Technology Infrastructure

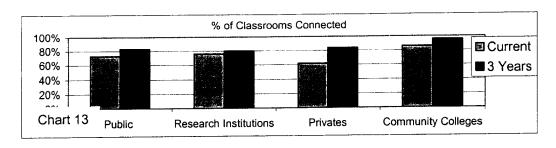


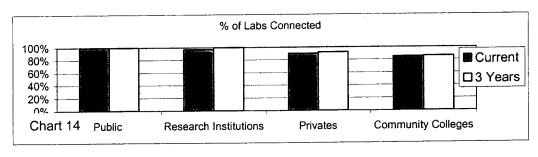


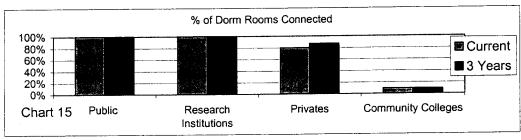
The colleges in Maryland possess high-speed and highly pervasive network infrastructures. The colleges also indicate the need to continue improving the capability of networks and connectivity to classrooms, labs, and offices over the next three years. The network is the basis for delivery of campus business processes, learning resources, instructional initiatives, and digital services to students and the community. All groups report a need to progress toward a more robust network infrastructure and connectivity throughout their campuses. The increase in network capability will allow the colleges to move forward with new technology applications in communication, engineering, multimedia, Internet 2, and alternate deliveries of instruction.

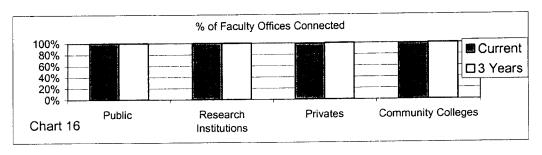
The national survey conducted by Green (2002) reports the following:

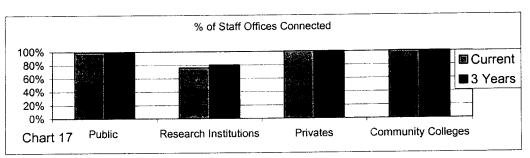
Gigabit	Public	Private	4-Year Public	4-Year	2-Year Pubic
networks	Universities	Universities		Private	Colleges
Functional now:	74%	75%	66.7%	55.6%	51.8%



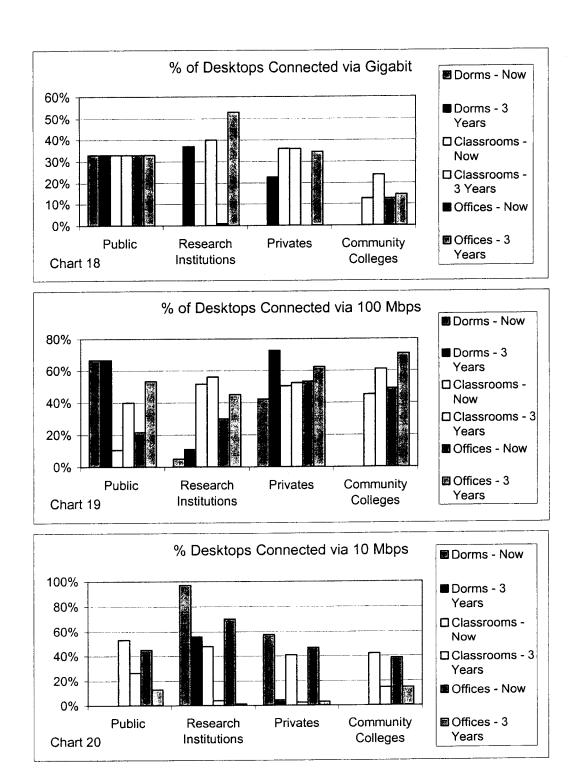






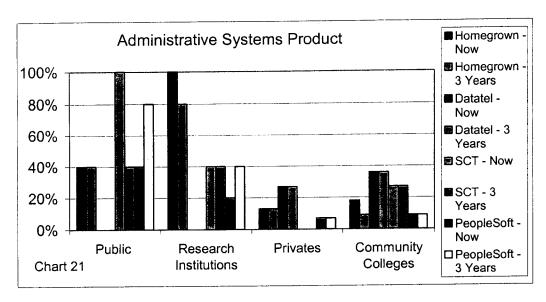


All colleges report a reasonably high rate of connectivity throughout their campuses. Classroom connectivity is not pervasive, which does inhibit the use of electronic resources, research materials, Internet, and communication for instruction and student learning experiences. Only one community college has an on-campus dormitory. The dormitories at this college are fully connected.

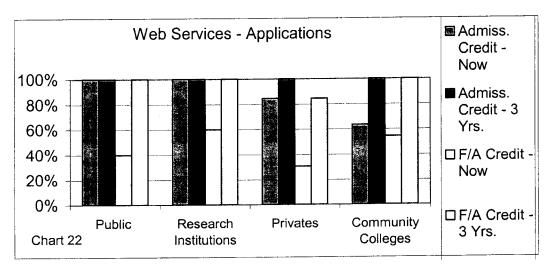


Colleges report that within three years the majority of desktop computers will be upgraded to provide connectivity at 100 Mbps. This change will be most noticeable within classrooms and staff offices. A smaller percentage will be upgraded to provide connectivity at gigabit speed. Colleges should increase their network capacity to the desktops to facilitate the use of multiple applications for voice, video, and data. The requirement of most learning applications in the future will demand at least 100 Mbps to the desktop.

Administrative Management Systems



The colleges reported a variety of administrative systems in place. Datatel, Peoplesoft, and SCT are the most common systems used. Some public and research institutions plan to migrate to PeopleSoft within the next three years. The variation in systems can impact the ability to share information among institutions.

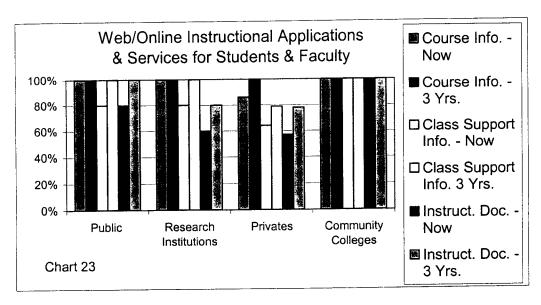


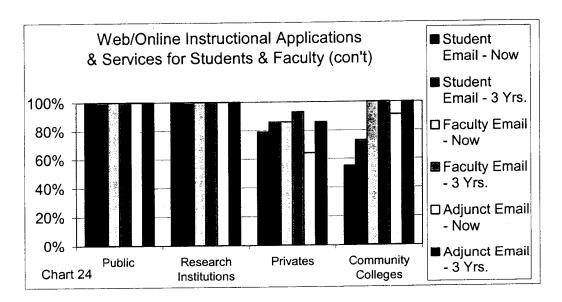
At public and research institutions, prospective students have the ability to submit admissions applications via the web. The capability is not as widespread among private and community colleges. The ability to submit non-credit applications online is not well developed.

The national survey conducted by Green (2002) provides the following comparisons:

Web Services	Public Universities	Private Universities	4-Year Public	4-Year Private	2-Year Pubic Colleges
Admissions Application	98.6%	91.2%	90.2%	89.4%	79.6%
Financial Aid Application	84.9%	70.6%	72.0%	61.7%	72.1%

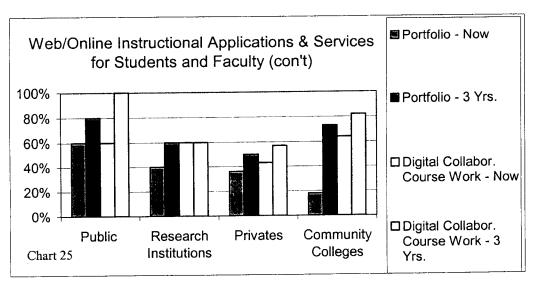
Instructional Technology



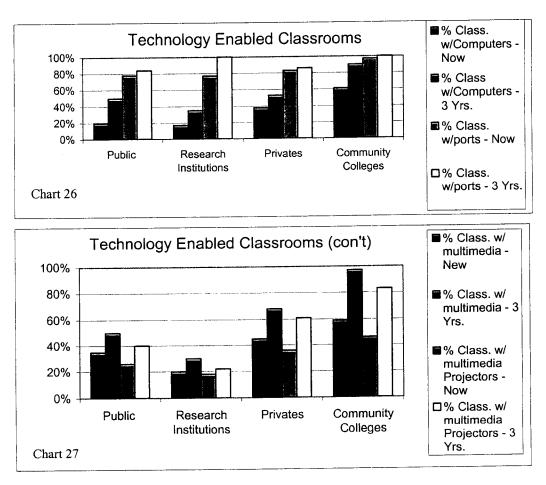


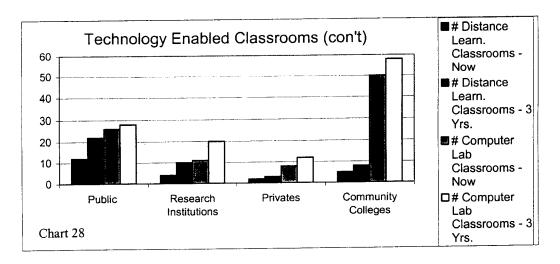
All colleges report that course information is widely available online. More than 50 percent of the institutions indicate that class support information and instructional materials are available online, and report a continuing effort to make more course-related materials available through digital learning resources.

Instructional Technology (con't)

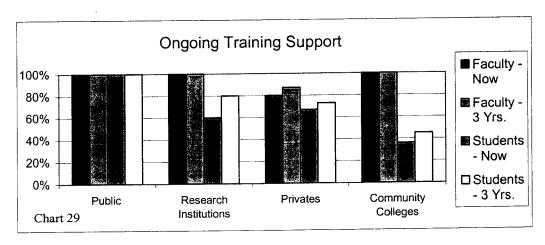


The information gathered about web services indicates that colleges are providing a wide range of services and educational offerings. All segments report this as a growth area for the next three years. This does mirror the colleges' interest in building the network infrastructure during the same period. The colleges report that between 40 – 60 percent of their courses are providing digital collaboration for course work. This may indicate a technology readiness for development of online courses and support services.

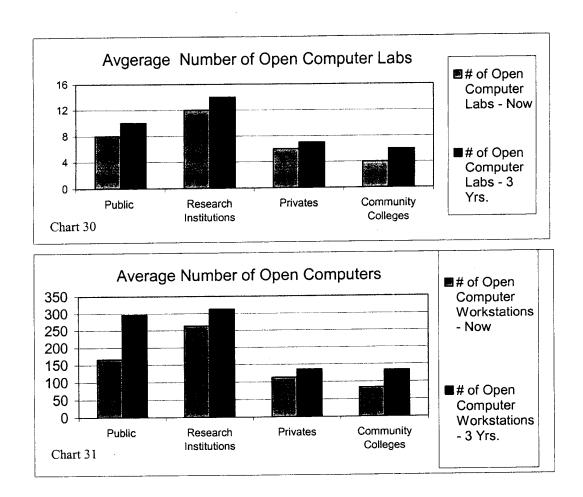




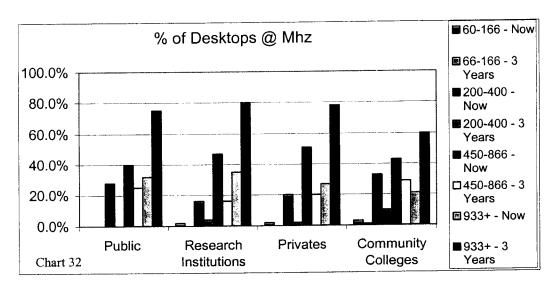
The integration of technology into classrooms such as computers for faculty presentation had low reporting across all segments. This prevents faculty from taking advantage of the wealth of digital learning resources that can be delivered to the classroom. This capability could include the use of library resources, direct communication via the Internet to international communities, digital demonstrations, and computer business applications used in the classroom and learning experience. All colleges report a plan to expand the use of technology in classrooms within the next three years.



The colleges report overwhelming technology training support for faculty. However, the information reported also suggests that there is need for additional technology support and training for students among research, private, and community colleges

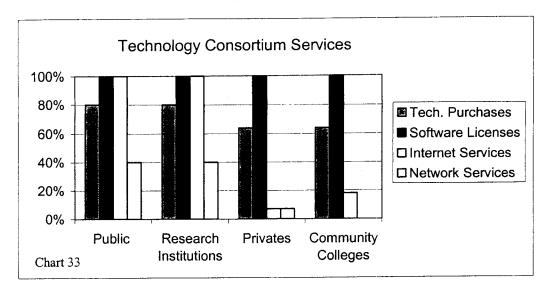


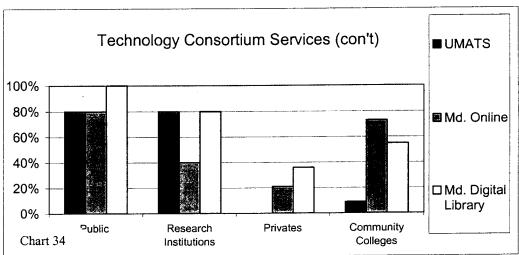
The average numbers of open computer labs and open workstations are similar for public and research institutions and for private and community colleges. The similar proportion of dedicated resources between these two groups can be related to the size of institutions and the number of students served.



The colleges report a similar distribution of desktop computers. Desktop computers with operating speeds of 450-866 Mhz are more prevalent among all institutions. All colleges report a migration to higher performance desktop computing within the next three years.

Institutional Information





All colleges are taking advantage of hardware and software savings through the Maryland Education Enterprise Consortium (MEEC). Consortium initiatives can be a leveling process in providing services and purchasing.

Summary:

This survey was sent to technology officers at all public higher education institutions and the presidents at private institutions through the Maryland Independent Colleges and Universities Association (MICUA). The responses were compiled to provide comparative review and used to determine if technology gaps exist among the different categories of institutions. Based on the findings outlined at the beginning of this report, the below recommendations are made for consideration as statewide policies.

Future survey instruments used to conduct studies should be reviewed to allow more specific responses regarding technology infrastructures and if possible, aligned with national research studies. The Educational Technology Policy Council (ETPC) appreciates those colleges that participated in the survey and hopes the information provided in this report will be useful for benchmarking and planning purposes.

Recommendations:

1. Planning:

Efforts should continue to be taken to assess the technology infrastructure of Maryland's higher education institutions to define trends and needs that can be supported through policy development, consortiums efforts, and identification of resource requirements.

2. Consortium:

The Maryland Higher Education Commission should continue to provide leadership and the development of consortium services to help provide a leveling of technology gaps among institutions and their students by providing affordable services such as hosting digital learning, student web services, training, web resources, technology purchasing, licensing, and help desk services.

3. Administrative reporting:

A statewide initiative should be supported among Maryland's higher education institutions to develop a means to track student information and college services to assist with decisions on student success, cost analysis, state economic impact, and business decisions.

4. Infrastructure and Instructional Technology:

The top four goals among the Maryland's institutions of higher education are the further integration of technology in the classroom, deployment of campus web services, development of student portals and expansion of the number of online courses offered were top four goals. The statewide plan and support should be activated to assist in facilitating these initiatives by defining and disseminating best practices as well as investigating support for these types of projects. The entire study and survey instrument is available at www.howardcc.edu/eptc.

Educational Technology Policy Council (ETPC): Members of the Policy Council represent the segments of postsecondary education, State agencies, public education, and other interested organizations. They are individuals in a senior administrative capacity who can speak authoritatively for the segment/institution which they represent. Most appropriately, members who are administrators will hold the rank of dean, provost, or president on a campus or will be an official of a segmental board. The qualifications of faculty, student and other representatives are determined by the organizations they represent. The ETPC advises the Maryland Higher Education Commission on issues related to advanced electronic educational technologies as they impact on postsecondary education, including academic, financial, and operational issues such as information technology infrastructure, interinstitutional connectivity, administrative computing, funding for telecommunications, automated student services, fair and open access, articulation among institutions, consortial arrangements, educational quality, and others.

The following members of the ETPC Committee carried out this study:

Suresh Balakrishnan, Director of Information Technology Planning, University System of Maryland

Sandra L. Friedman, Student Representative, University of Maryland University College

Tom Glaser, Vice President for Information Technology Howard Community College and **Study Chair**

Joseph Popovich, Vice President of Planning and Evaluation Morgan State University

Julie Porosky, Executive Director Maryland Online

Donald Spicer, Associate Vice Chancellor and CIO University System of Maryland

Survey compiled by Richard Pollard, Senior Information Technology Analyst Howard Community College

Participants (36 Universities and Colleges)

Privates – 15 Institutions	Community Colleges - 11
Loyola College	Howard
McDaniel College	Carroll
Washington College	Prince George's
St. John's College	Anne Arundel
Hood College	Montgomery
Baltimore International College	Southern Maryland
Villa Julie College	Cecil
Columbia Union College	Community College of Baltimore County
Goucher College	Frederick
Capitol College	Allegany
St. Mary's Seminary and University	Harford
Maryland Institute College of Art	
Baltimore Hebrew University	
College of Notre Dame	
Mount St. Mary's College and Seminary	
Public System – 5 Universities	Research Institutions – 5 Universities
Salisbury University	University of Maryland Baltimore County
University of Baltimore	University of Maryland, Baltimore
Towson University	University of Maryland University College
Morgan State University	University of Maryland College Park
Frostburg State University	Johns Hopkins University



Robert L. Ehrlich, Jr. Governor

> Michael S. Steele Lt. Governor

John J. Oliver, Jr. Chairman

Karen R. Johnson Secretary of Higher Education

MEMORANDUM

DATE:

May 7, 2003

TO:

Education Policy Committee

FROM:

Karen R. Johnson

STAFF: Dr. John A. Sabatini, Jr.

SUBJECT: Distance Education Demonstration

As proposed at the March 12, 2003 Education Policy Committee meeting, Dr. Nick Allen, Provost with the University of Maryland University College, will lead a demonstration on distance education to be presented to the Education Policy Committee. The presentation will demonstrate the distance education environment at UMUC by focusing on faculty and student interaction, and highlighting resources available to the on-line student.

RECOMMENDATION: This item is for information only.

MARYLAND HIGHER EDUCATION COMMISSION **MEETING DATES 2002-2003**

2002 August	Education Policy	10:00 a.m.	Wednesday – August 7
	Finance Policy	1:30 p.m.	Thursday – August 8
September	Finance Policy	9:00 am - 2:30 p.m.	Thursday – September 19
	Commission Meeting	1:00 p.m.	Wednesday – September 25
October	Education Policy	10:00 a.m.	Wednesday - October 9
	Governor's Higher Education Conference	8:00 am - 4:00 p.m.	Tuesday – October 15 Stamp Student Union University of Maryland, College Park
	Finance Policy	3:00 p.m.	Thursday – October 30
November	Commission Meeting	1:00 p.m.	Wednesday - November 13
December	Commission Retreat	8:00-5:00	Wednesday – December 11
2003 January	Education Policy	10:00 a.m.	Wednesday – January 15
February	Commission Meeting	1:00 p.m.	Wednesday – February 19
March	Education Policy	10:00 a.m.	Wednesday – March 12
	Finance Policy	1:30 p.m.	Thursday – March 13
April	Commission Meeting	1:00 p.m.	Wednesday – April 23
May	Education Policy University of Maryland U	10:00 a.m. Iniversity College,	Wednesday – May 7 Adelphi, MD
	Finance Policy	1:30 p.m.	Thursday – May 8
	Commission Retreat	8:00-5:00	Wednesday – May 21
June	Commission Meeting	1:00 p.m.	Wednesday – June 18

Unless otherwise noted, all Commission, Education Policy, and Finance Policy meetings will be held at: 839 Bestgate Road, Suite 400 Annapolis MD 21401

www.mhec.state.md.us